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ABSTRACT

Objectives of a project conducted by the New Hampshire Educational Facilitator Center were (1) to assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network (NDN); (2) to make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory; and (3) to assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts. Activities were concentrated on four programs: occupational versatility, Appalachian Education Lab Experienced Based Career Education (EBCE), vocational reading power, and community involvement model. Awareness sessions were held for the first three programs for representatives from school districts. Three occupational versatility workshops were conducted and participating districts were provided with limited materials and on-site technical assistance. Results of an EBCE session may lead to a pilot EBCE site. One hundred participants engaged in two vocational reading power workshops and began implementation immediately following training. A community involvement resource team was created and a model was located to allow a direct exchange between vocational education instructors and community members. It was recommended that this type of facilitator center activity be continued but with an increased resource base. A summary of the center's overall activities during two years of operation is appended. (BL)

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NEW HAMPSHIRE
STATE DEPARTMENT OF EDUCATION
Vocational-Technical Division
105 Loudon Road
Concord 03301

ED147507

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FINAL REPORT

Vocational Diffusion Assistance Project

SUBMITTED TO THE DIVISION OF VOCATIONAL-TECHNICAL EDUCATION UNDER THE AUTHORITY OF:

THE VOCATIONAL EDUCATION AMENDMENTS OF 1968, P.L. 90-576

( ) EXEMPLARY PROGRAM or PROJECT PLANNING GRANT

( ) EXEMPLARY PROGRAM or PROJECT OPERATIONAL GRANT

(X) RESEARCH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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APPLICANT ORGANIZATION:	SOLVE The Facilitator Center 80 South Main Street Concord, N.H. 03301
INITIATED BY:	Glen Belden, Director (603) 224-9461
PROGRAM/PROJECT DIRECTOR:	Glen Belden, Director (603) 224-9461
DURATION OF ACTIVITY:	July 1, 1976 - June 30, 1977
FEDERAL FUNDS REQUESTED:	$10,500.00
LOCAL FUNDS:	$ _____
PROJECT IS:	New: X Continuing ____

OE 013 486

ABSTRACT

Title of Proposal: Vocational Education Diffusion Project

Program Director: Glen Belden

Applicant Organization: SOLVE, The Facilitator Center
80 South Main Street
Concord, New Hampshire 03301

Total Funds Requested: $10,500.00

Beginning Date: July 1, 1976 Ending Date: June 30, 1977

OBJECTIVES:

To assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network. (NDN)

To make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory.

To assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts.

PROCEDURES:

Through a cycle of dissemination, training, monitoring, technical assistance and evaluation; New Hampshire schools will adopt or adapt proven practices which address the areas of broadening occupational aspirations and improving vocational curriculum.

Consultants and programs will be those approved by the Joint Dissemination Review Panel (JDRP) and the Office of Education and the National Institute for Education.

EXPECTED CONTRIBUTION:

The target audience will be made aware of model programs as identified by the J.D.R.P. Some of these programs will be implemented and at least one demonstration center developed. This will aid in reducing the time needed to utilize knowledge gained from current exemplary programs.

During the 1975-76 school year the New Hampshire Educational Facilitator Center conducted a large-scale poll of educators on a state-wide basis to determine the model programs needed in New Hampshire. The results (see Appendix A) show 76 requests in the combined areas of Vocational and Career Education. In performing its function as the linking agency between New Hampshire districts and the exemplary programs sited by the Office of Education through its Joint Dissemination Review Panel the Facilitator Center staff has worked with programs in those areas with the highest demand. The practice of using numbers of requests as a major indicator of priority areas created a situation where some specific areas such as Vocational Education had received very little attention in the first two years of the Facilitator Center's operation.

As there was a significant need expressed from the field, this project, targeted to the Vocational Education audience, was undertaken in an attempt to meet those needs without drawing resources from basic skill areas such as reading where the requests were several hundred in number. Vocational Education is positively impacted by this program in various ways. First, a simple dissemination of information concerning Vocational Education programs that work. Beyond this one way dissemination of information the intent was that interested educators be assisted in replicating the exemplary programs and in fact, create in-state demonstration centers available for visitation and consultation by other New Hampshire Vocational Educators. Probably the most important benefit is that of creating a process in response which makes the "adoption-option" a viable means to program improvement and problem solving.

Making the exchange of effective practices workable opens new avenues for improvement.

The problem that was addressed by this project is best expressed in a general fashion through a quote taken from "The Producer/ Consumer Concept - A New Approach to Educational Improvement."

> "Over the past 11 years, increased amounts of federal money have been expended for the improvement of American Education through various programs, but this effort has not affected the revolutionary improvements that schoolmen anticipated. That an educational revolution has not resulted from these expenditures has led to much thinking and study at the federal level, as well as at other levels in the educational enterprise. One of the basic conclusions of this study has been that a unified system of identification and replication of successful educational practices is a crucial missing link in our efforts to improve education. Without such a system, good programs and ideas have succeeded in one area, but have not been implemented in other areas, and conversely, wasteful duplication of effort has been extensive."[1]

In addressing this need the grantee focused on the following objectives:

1. To assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network (NDN).
2. To make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory.
3. To assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts.

It was assumed that the methodologies utilized by the Facilitator Center in other program areas would be transferable to the Vocational Education community.

It was also assumed that some of the programs approved by the

1. Burns, Thomas and Hearn, Norman, "The Producer-Consumer Concept- A New Approach to Educational Improvement."

Joint Dissemination Review Panel of N.I.E. (National Institute for Education) and U.S.O.E. (U.S. Office of Education) would be of interest to vocational educators in New Hampshire.

These programs were brought to New Hampshire vocational educators through a cycle of dissemination, training, monitoring, technical assistance and evaluation. New Hampshire schools adopted and/or adapted proven practices addressing the areas of broadening occupational aspirations and improving vocational curriculum.

Consultants and programs were those approved by the Joint Dissemination Review Panel (JDRP) of the Office of Education and the National Institute for Education.

The target population included all attendance centers, public and non-public which have or expressed a desire to develop a vocational education program.

*Glossary of Terms

ADAPTION: A process by which a portion of a project is partially adopted, or revised by persons outside of the original project.

ADOPTION: A process by which a project is duplicated as nearly as possible by persons outside of the original project.

A/A GRANT: A sum of money awarded to a school district to adopt or adapt a project developed by another institution. (Title-IV-C)

DEVELOPER/DEMONSTRATOR (D/D): A project which has passed a rigorous evaluation process (The Joint Dissemination Review Panel) and has the national recognition to diffuse its project components.

DIFFUSION: A process whereby a project works with other school districts to enable them to duplicate the original project.

DISSEMINATION: A planned strategy of spreading information about program success to selected publics.

EDUCATIONAL SIGNIFICANCE: Outcomes of a project that are based on sound educational theory, or which in the viewpoint of experts in the field makes a strong contribution to educational practice.

EFFECTIVENESS/SUCCESS: The attainment of project objectives that demonstrates a significant gain in student performance, or change in attitude or behavior.

EXPORTABILITY: Having qualities that make the project easily adoptable.

INNOVATION: 1. The process of developing a new idea. 2. The product of the innovative process.

IVD (IDENTIFICATION, VALIDATION, DISSEMINATION): A rigorous on-site visitation process to verify project effectiveness success, resource specification and replicability. The IVD team is sponsored by the U.S. Office of Education. It is composed of consultants from outside the state of the project to be validated.

JOINT DISSEMINATION REVIEW PANEL (JDRP): A joint evaluation panel sponsored by the U.S. Office of Education and the National Institute of Education to review submitted project evaluation data for statistical and educational significance.

NATIONAL DIFFUSION NETWORK (NDN): A network of centers throughout the United States to help local districts to adopt projects that have been certified by the Joint Dissemination Review Panel.

N.H. FACILITATOR CENTER: The center in New Hampshire represents the National Diffusion Network. Staff members facilitate the process of local district adoption of projects made available through the NDN.

REPLICATION: The process of duplicating a successful project in another school district. It is used synonymously with adoption.

REVIEW PANEL: A panel of consultants and evaluators who review submitted project data for effectiveness of success.

STATISTICAL SIGNIFICANCE: A statement of probability establishing the degree of certainty that the project outcomes were not due to chance. For example, when results are significant at the .05 level it is meant that we can be ninety-five percent sure that the changes in student outcomes are due to project effects and not to chance.

TECHNICAL ASSISTANCE: Specialized aid received by local districts to help them plan and package their program for diffusion.

TITLE IV: That part of the Elementary and Secondary Education Act that allots money to school districts for library and learning resources, equipment and testing, guidance and counseling, distributes funds on a competitive basis for innovative programs, and provides resources to strengthen the state and local educational agencies.

VALIDATION: Same as IVD above.

* Glossary from ESEA Title IV draft booklet entitled "Project Spread."

While dozens of different strategies for program improvement and diffusion in career education have been attempted - newsletters, ERIC micro-fiche information system, brochures, conferences, dissemination fairs, personnel exchange programs and media coverage - none proved to be highly successful.[2] Certain ingredients were missing, among which were:

1. A more interpersonal level of communication between the developer of the innovation and the district interested in replicating the program.
2. The ability and option of the adopter to select whatever portion of an exemplary program he felt would meet his needs, rather than adopting the whole program.
3. A commitment from the adopter to assume a portion of the cost for program dissemination and replication; moreover, a commitment beyond a verbal agreement, i.e., a written agreement whereby an adopter school or district assumes a representative share of costs with the developer and other adopters.
4. A process for identifying exemplary programs for dissemination and replication. Only recently have programs been so designated through the Joint Dissemination Review Panel.
5. Utilization of active peer practitioners for awareness training and follow-up activities.
6. Overall coordination and support of the adoption process by a locally based, LEA oriented Facilitator.
7. An effective decentralized configurational[3] structure which lends cohesiveness to the overall knowledge utilization effort.

2. Rand Study (April 1975)

3. The term "configurational" was chosen to describe the view adjectivally because it (1) connotes a conformation of elements that exist in a definable territory; (2) assumes that the elements are (a) specificable, and (b) relevant to one another; and (3) implies that the interaction of the parts is more than the sum of the parts, as for example, configuration

During the past two years elements of the National Diffusion Network have demonstrated significant results through an application of the above listed components.[4] The knowledge gained through the experience of the National Diffusion Network was utilized in operationalizing the facilitation process for the diffusion of exemplary vocational education programs.

is in Gestalt psychology. The term also implies that there is no direct analog available which can simply be chosen and used as a model for this particular configuration of organizations as they relate to one another in terms of KPU. (Egon G. Guba and David L. Clark, The Configurational Perspective: A Challenge to the Systems Field of Educational Knowledge, Production, and Utilization, CEDar, December, 1974, Washington, D.C.
See Appendix B

4. See Appendix C

The process utilized was simple but effective. The grantee polled the target audience, concentrating on vocational educators, to determine specific programs desired. Staff members from the identified programs offered in-state awareness sessions followed by training when requested. The grantee maintained a support system for vocational educators choosing to implement one of the selected programs. The system included the coordination of awareness and training activities, making materials readily accessible, providing follow-up consultants, monitoring for needed technical assistance and evaluation designs.

Activities concentrated on four programs:

Occupational Versatility

Appalachian Education Lab - E.B.C.E.

Vocational Reading Power

Community Involvement model

In dealing with the program Occupational Versatility the strategy outlined in our proposal was followed. The Awareness Session November 17, 1976 was attended by representatives of 17 different schools. Other institutions such as the Pine Haven Boys Center in Suncook, Keene State College and the State Department of Education were represented. Districts in attendance are listed in Appendix D. This activity was followed by a training workshop held in late January. The project provided the participating districts with limited materials and on-site technical assistance. Two Occupational Versatility workshops were held during February (February 1 and 2, February 14 and 16) with representatives from eleven different school districts in New Hampshire. In addition,

Nashua has been awarded a $5,000 grant from ESEA Title IV-C to assist in installing the Occupational Versatility Program. Transfer of technical assistance for this program has been made to the capable hands of Dr. Jeff Luftig of the N.H.S.D.E.

The AEL Experience-Based Career Education Awareness Session was held December 7, 1976. Eight districts were represented at the session. Also in attendance were representatives of the State Prison, North Country Education Services and the Department of Education. Several districts registered to attend, but were prohibited by inclement weather. Our intent was to find one site willing to make the commitment required to adapt/adopt this program. Mr. Jerome MacConnell of Rochester School District has visited AEL-EBCE at Cumberland Center, Maine. This may lead to a pilot EBCE site. Arrangements have been made for training to be provided free of cost by an AEL-EBCE demonstration site.

Vocational Reading Power Awareness Sessions were held in Keene and Nashua, December 14 and 15, 1976. Registration shows representatives were in attendance from nine school districts. They are listed in Appendix D. Two Vocational Reading Power workshops were held (January 27 and 28, February 8 and 9) in New Hampshire. Approximately 100 people attended the workshops, and the majority of the participants began implementation immediately following training. Monadnock (S.U. #38) has written an Adaptive/Adoptive grant for $4,600.

The Community Involvement Resource Team was created. Those agreeing to serve as members were Bob Wilkins of S.U. #43, JoAnne Lambertsen of North Country Education Services, Dave Morin of

Concord, a representative from the Dover FWL EBCE Program, the Facilitator Center, and the State Vocational Education Department. The Facilitator Center staff identified National Diffusion Network Exemplary Programs, which have strong community involvement components. The resource team held two meetings to examine these program components. A meeting of the Community Involvement Resource Team established the need in New Hampshire for a program that would allow a direct exchange between vocational educational instructors and community members. In this program the vocational education instructors would go on-site and work in the community in his field; the community member would teach in the classroom and serve in a tutorial or advisor capacity. A search was conducted (through ERIC and Ohio State) for a program that would deal specifically with an exchange program for vocational education schools and the business community. An invitation was extended to Mr. Fried of the Community Education office to assist in the development of this program.

This effort served two main ends. First, New Hampshire Vocational educators were assisted in acquiring exemplary programs as identified by the U.S. Office of Education. Secondly, the "facilitator" role was played by an agency outside the Vocational education community. Appendix E is an example of the materials used to contact and inform the target audience.

This effort reinforced the realities of LEA behavior as expressed in other works, i.e.:

1. Implementation - rather than the adoption of a technology, the availability of information about it, or the level of funds committed to it - dominates the innovative process and its outcomes.
2. Effective implementation depends on the receptivity of the institutional setting to change.
3. Effective implementation is characterized by the process of mutual adaptation.
4. Local school systems vary in their capacity to deal with innovations and with the stages of the innovative process.

It was encouraging to see that the Facilitator role could be played by an organization outside the Vocational education community.

As is usually the case, this is developing into an effort requiring more than one year to complete. There are still several issues not at closure and adoption/adaption procedures at various stages of development. A fine model for Community Involvement has been located yet the majority of the Community Involvement team have taken new positions. The Facilitator Center will attempt to disseminate the new model in the coming year.

This was a pilot effort for the RCU and for the Facilitator Center. Given the ever present constraints of time and resources it was highly successful. The Facilitator Center needs to do more to build bridges to educational communities outside those served by the Division of Instruction. A good foundation has been laid for this to occur with the Vocational Education community.

This type activity should continue but with an increased resource base; one which includes model Vocational Education programs identified by sources other than the Joint Dissemination Review Panel. As the federal government seeks increased commitment on the local level in terms of matching funds, the adoption/adaption process with its low cost per individual district might offer an outlet for matching funds. Legal and logistical parameters should be explored.

TITLE OF PROPOSAL: Vocational Education Diffusion Assistance Project

Director: Glen Belden

Agency: SOLVE
Facilitator Center, 80 S. Main St., Concord, N.H.

CATEGORY	FUNDS Original Budget	Actual Expenditures
I. DIRECT COSTS		
A. Personnel		
Director Assistant Director Secretary Clerical Assistant (25%)	$1,500.00	$1,337.00
Consultant-30 days @ $100	3,000.00	3,281.93
B. Employee Benefits (10%)	$ 450.00	461.89
C. Travel Consultant .12 per mile 10.00 per diem	$ 400.00	$ 400.00
D. Supplies and Materials		
1. Exemplary Program Materials	$ 450.00	$ 428.28
2. Office Supplies	550.00	525.00
E. Communications Telephone/Postage	$ 750.00	$ 984.21
F. Services Duplicating/Printing	$1,000.00	$ 765.79
G. Final Report Costs	$ 300.00	$ 271.22
H. Equipment	- 0 -	- 0 -
I. Other Direct Costs Developer/Demonstrator Awareness Training Sessions (Trainer Travel, LEA Sugstitutes, Trainer per diem)	$2,100.00	$2,044.68
J. Subtotal, Direct Costs	$10,500.00	$10,500.00

Appendix "A"

	PRE	ELEMENTARY	SECONDARY	TOTAL
READING & L.A.	47	108	36	191
INDIVIDUALIZED INSTRUCTION	34	90	40	164
SPECIAL EDUCATION	36	61	27	124
ALTERNATE SCHOOL	-	1	22	23
PHYSICAL EDUCATION	-	35	7	42
MATH	-	69	14	83
VOCATIONAL/CAREER EDUCATION	-	45	31	76
ENVIRONMENTAL EDUCATION	-	43	17	60
SPECIAL CURRICULUM	-	34	16	50
MIGRANT EDUCATION	2	5	3	10
TEACH/STAFF	24	67	31	122
ADMINISTRATION	13	39	11	63
OTHER				16

Grantmanship	1	Middle School	1
MBO/Accountability	1	Spec. Services	1
Teacher Evaluation	1	Metrics	1
Gifted	2	Library Skills	1
PPBS	1	Music	1
Acceptability	1	School Law	1
Small School	1	Guidance	1
		Social Studies	1 (K-6)

APPENDIX "B"

The configurational view is roughly analogous to the concept of community. The variety of institutions and individuals concerned with and functioning in educational KPU are more likely to consider themselves to be related to one another in a community sense than an organizational one.

The term "configurational" was chosen to describe the view adjectivally because it (1) connotes a conformation of elements that exist in a definable territory; (2) assumes that the elements are (a) specifiable, and (b) relevant to one another; and (3) implies that the interaction of the parts is more than the sum of the parts, as, for example, configurationism is in Gestalt psychology. The term also implies that there is no direct analog available which can simply be chosen and used as a model for this particular configuration of organizations as they relate to one another in terms of KPU.

How do the organizations and individuals in the configuration work in and relate to educational KPU?

The constituent agencies in the configuration may be characterized as follows:

-Not sharing a common conception of necessary or desirable KPU outlets.
-Viewing KPU activity as subordinate to their primary activity.
-Functioning essentially independent of one another.
-Playing overlapping roles in relation to KPU.
-Maintaining no binding authority relationship to one another.
- Operating with no function flow across organizational boundaries.
-Sharing min mal activity relationships.

Thus, the KPU community is described, in the configurational view, as highly decentralized, consisting of a number of more or less independent and co-equal members, who may from time to time find it helpful to form temporary alliances but who, in the main, retain

their independence, shun authority and activity relationships, and engage in as many different kinds of KPU activities as seem to be needed and feasible for them to maintain their self-sufficiency.

APPENDIX "C"

NEW HAMPSHIRE FACILITATOR CENTER

As of its second year of operation, 1975-76, all 176 school districts in New Hampshire (100%) were contacted regarding services provided. Of these 90% responded as reflected by requests for services and/or sending a professional educator to at least one presentation by the staff of a JDRP approved program. A total of 973 teachers and educators have attended presentations conducted by the New Hampshire Facilitator Center.

Fourteen separate innovative programs had been adopted in New Hampshire as a result of these efforts.

These fourteen projects are being implemented in one hundred seventeen separate school sites.

Out of the 176 school districts in the State of New Hampshire, eighty are adopting one or more projects made available through this process. In addition, 12 private schools and one federal school will adopt these projects.

A total of 602 teachers have received in-depth training in the 14 projects that have been adopted.

A total of 18,000 students are already being affected by projects which are currently being implemented. When projects in which teachers are currently being trained are implemented according to Agreements already made with local districts, it is projected that an additional 7,800 students will be affected. Thus a total of 25,800 students are immediately affected through the use of model programs that are implemented as a result of two years' effort by the Facilitator Center and the model programs associated in the National Diffusion Network.

APPENDIX D

OCCUPATIONAL VERSATILITY

Timberlane Jr. High School	-	Plaistow, N.H.
Memorial Middle School	-	Laconia, N.H.
Bartlett Middle School	-	Bartlett, N.H.
Mastricola Middle School	-	Merrimack, N.H.
Pembroke Academy	-	Pembroke, N.H.
Merrimack High School	-	Merrimack, N.H.
McKelvie School	-	Bedford, N.H.
Amherst Middle School	-	Amherst, N.H.
Pittsfield High School	-	Pittsfield, N.H.
Pine Haven Boys Center	-	Suncook, N.H.
Salem High School	-	Salem, N.H.
Woodbury Jr. High School	-	Salem, N.H.
Elm Street Jr. High School	-	Nashua, N.H.
Milford Area High School	-	Milford, N.H.
Wilton-Lyndeboro Cooperative	-	Wilton, N.H.
Keene State College	-	Keene, N.H.
Weare High School	-	Weare, N.H.
Nashua High School	-	Nashua, N.H.
Conant High School	-	Jaffrey, N.H.

VOCATIONAL READING POWER

Winnisquam Regional H.S.	-	Tilton, N.H.
Weare High School	-	Weare, N.H.
Hillsboro High School	-	Hillsboro, N.H.
Merrimack High School	-	Merrimack, N.H.
Timberlane High School	-	Plaistow, N.H.
Monadnock Regional H.S.	-	Swanzey, N.H.
Somersworth High School	-	Somersworth, N.H.
Claremont Vocational Tech.	-	Claremont, N.H.
Franklin Jr.-Sr. High School	-	Franklin, N.H.
Nashua High School	-	Nashua, N.H.
Conant High School	-	Jaffrey, N.H.
Keene High School	-	Keene, N.H.
Milford High School	-	Milford, N.H.
Hampton High School	-	Hampton, N.H.
Stratford School	-	Stratford, N.H.
Manchester School District	-	Manchester, N.H.

AEL EBCE

Proctor Academy	-	Andover, N.H.
Nashua High School	-	Nashua, N.H.
State Prison	-	Concord, N.H.
NCES		
Kearsarge Regional High School	-	Sutton, N.H.
Merrimack High School	-	Merrimack, N.H.
Newfound Memorial High School	-	Bristol, N.H.
Hopkinton High School	-	Hopkinton N.H.
Concord High School	-	Concord, N.H.
Inter-Lakes High School	-	Meredith, N.H.

REGISTERED - UNABLE TO ATTEND

Christian Fellowship School	-	Laconia, N.H.
Keene High School	-	Keene N.H.
SERESC		
Pembroke Academy	-	Pembroke, N.H.
Alvirne High School	-	Hudson, N.H.

APPENDIX E

New Hampshire
EDUCATIONAL FACILITATOR CENTER

November 17, 1976

TO: ALL DISTRICTS EXPRESSING AN INTEREST IN NATIONAL EXEMPLARY PROGRAMS IN READING AND VOCATIONAL EDUCATION.

RE: VOCATIONAL READING POWER AWARENESS SESSION TO BE HELD AT 3:30 P.M. ON TUESDAY, DECEMBER 14, 1976 AT THE RAMADA INN IN KEENE AND WEDNESDAY, DECEMBER 15, 1976 AT THE HOWARD JOHNSON LODGE IN NASHUA.

In a further attempt to satisfy state-wide demand, the Facilitator Center has made arrangements for two more awareness sessions of the program Vocational Reading Power of Pontiac, Michigan. You and your school representatives are invited to attend the one of your choice. The purpose of the meeting is to provide a program overview to ascertain whether or not this program meets your districts's needs. Then, if enough interest is generated, we will proceed to arrange instate training institutes for interested districts.

Please note the enclosed reservation form.

To enable us in determining the space and materials required, please return this form as soon as possible. There is no fee for the Vocational Reading Power Awareness Session and if you have any other questions, please contact Gail or me at the Facilitator Center (228-0292).

Sincerely,

Jared Shady

JARED SHADY
Assistant Director

JS/kal

cc: Lila C. Murphy
Richard Monteith
Joanne F. Baker

Enclosures (2)

PROJECT: VOCATIONAL READING POWER PROJECT

• description

The goals of the Vocational Reading Power Project are to (1) minimize or eliminate the communication-learning gap arising from differences in student reading abilities and text-reading demands in vocational education; (2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and (3) augment cognitive learning in vocational education. The project has attempted to reach these goals through development of teacher training materials and vocational student reading support materials, plus extensive work with personnel representing various commercial publishing firms. In addition, the project has worked with preservice training institutions in an effort to incorporate our teacher training materials at that level.

The project has developed 27 auto-instructional modules on teaching Reading in Content Areas (RCA's). These modules were developed for teacher training either on an auto-instructional basis or in a workshop/seminar mode. 32 Occupationally Specific Key Word Glossaries representing 32 occupational areas have been developed for student reading support.

• target audience

Any vocational secondary and postsecondary training program. The Reading in Content Area Modules (RCA's) may be used in general secondary staff development programs.

• materials used

Adopting districts will receive: Teacher Training: (1) 27 modules on Teaching Reading in Content Areas (2) Informal Classroom Reading Inventories; (3) Readability Analysis; (4) Vocabulary/Language Development.
Student Materials: Occupationally Specific Key Word Glossaries for 32 different occupational areas.

• descriptors

reading, vocational education, teacher training, industrial arts, alternative education, planning

• program evaluation

Evaluation data indicate general reading growth, as well as growth in knowledge of occupationally specific language. Growth is demonstrated on teacher attitudes and knowledge of text utilization and reading-related activites. Tests: Gates-MacGinitie Survey F, Occupationally Specific Vocabulary Indices, RCA modules' pre-post teacher training tests.

New Hampshire
EDUCATIONAL FACILITATOR CENTER

Date: November 18, 1976

Gentlemen:

Please reserve space for our district's participation in the:

VOCATIONAL READING POWER

AWARENESS SESSION

To be Conducted at the:

RAMADA INN, KEENE, N.H. at 3:30 P.M.

HOLIDAY INN/RTE. 111 EXIT 5E EVERETT TPKE. NASHUA, N.H. at 3:30 P.M.

On:

December 14, 1976

December 15, 1976

* PLEASE return by:

as soon as possible
date

* *On the reverse side, please list the persons you feel will be in attendance. At least one participant be a teacher and one a decision-maker. Other participants may either be lay or professional personnel. The "rationale for attendance" should briefly indicate why the particular person was selected.*

District or S.U. #

Authorized Signature

date

15 Green Street Concord, N.H. 03301 (603) 224-9461
An ESEA Title III Project

NEW HAMPSHIRE
THE FACILITATOR

A REPORT ON CURRENT PROGRESS

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MESSAGE FROM THE DIRECTOR

This is the third year of activities for The Facilitator Center. Not even those most directly involved in this endeavor could have projected what has transpired. The national Network has been very successful in offering valuable educational alternatives to local districts. You have taken full advantage of these opportunities. To date, staff members from over two hundred and eight New Hampshire schools have attended workshops sponsored by the Facilitator Center. These workshops utilized consultants and training programs offered by exemplary programs from twenty states. The developmental costs of these programs represent a federal research and development investment of nearly nine million dollars. We are convinced that a diffusion strategy which brings these programs to our New Hampshire districts is a common sense approach to cost-effective educational development. We commend you for your enthusiastic support and utilization of this valuable resource.

An important component of this effort has been the creation of Title IVC Adaptive/Adoptive Grants. Through this process, thirty-five districts have pursued twenty-nine different exemplary programs aided by Title IV funds. This year, monies for such grants are again available and will create many program inprovements throughout our state.

An in-state diffusion adoption model is being developed and piloted that identifies New Hampshire model programs. Those who have adopted national models and are now ready to assist other schools are in a pilot year as second generation model sites. This increase in availability and decrease in costs will assist districts in adapting/adopting those educational programs. In future issues we will highlight these programs.

In the coming year we will continue to expand our efforts to respond to your needs and to assist in facilitating educational improvements in our schools.

WE ARE MOVING

After November 30th
Our New Address Will Be
80 SOUTH MAIN STREET

ADAPTIVE/ADOPTIVE MONEY AVAILABLE

If you've been wondering how your school could afford to adopt a nationally recognized program in a time of increasing cutbacks consider the following. The Title IV Office is again funding adoptive/adaptive grants. New Hampshire Title IV has identified a specific pool of Part C money that could be used to adopt one of the nationally validated programs found in the National Diffusion Network.

The grants, ranging from $1500 to $5000 would cover one year costs such as training to install the program, materials, technical assistance visits, etc.

Districts who have identified a specific need that may be met by one of these exemplary programs are encouraged to submit a grant proposal. The Facilitator Center will assist persons wishing to write such a proposal in the selection of a model program, the writing of the proposal, budget preparation, and development of an implementation plan.

The Title IV C A/A grant proposals must be received by February 1, 1977 in order to receive consideration for July 1 funding. Additional information and application forms are available through your local Title IV contact person, the Facilitator Center or the Title IV office.

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NEW PROGRAMS AVAILABLE

EXEMPLARY CENTER FOR READING INSTRUCTION – (ECRI)

The success and growth of the ECRI reading program in New Hampshire has warranted the addition of a new member to our staff to work specifically with the ECRI program. Funded through Title IV, Barbara Jette is an experienced elementary teacher who has successfully implemented ECRI in her own classroom at Main-Dunstable Elementary School in Nashua, New Hampshire. This past summer Barbara worked with Ethna Reid, director and developer of ECRI, in Salt Lake City, Utah and she is anxious to share her knowledge and expertise with New Hampshire teachers.

If you would like help implementing ECRI in your classroom, please contact Barbara at the Facilitator Center. Future plans include a newsletter dealing specifically with ECRI activities plus a "Dear Barbara" column in which Barbara will deal with problems or questions concerning ECRI in the classroom.

VOCATIONAL EDUCATION

Persuant to our Vocational Education Grant to disseminate model programs in New Hampshire, the Facilitator Center in conjunction with the State Office of Education has identified three programs, **Project Occupational Versatility, Appalachia Educational Laboratory -- Experience Based Career Education and Community Planning Council on Educational Alternatives** for implementation in New Hampshire. The three programs have been chosen because of their previous success and their ability to adapt to varied school settings.

Interested teachers may become acquainted with **Project Occupational Versatility** at an awareness session at the New Hampshire Highway Hotel on November 17, 1976. Information about the other two programs may be obtained by contacting the Facilitator Center in Concord.

Another program of interest to both industrial arts teachers and content area teachers is the Vocational Reading Power Project. The goals of this project are to minimize or eliminate the communication-learning gap that arises from differences in student reading abilities and text-book demands. Vocational Reading Power helps any content teacher aid in improvement of reading skills and consequently helps to improve the students' grasp of subject matter. To receive more information about this program, please contact the Facilitator Center.

TALENTS UNLIMITED

Talents Unlimited, a program designed primarily for grades kindergarten through six, operates on the assumption that nearly all children are talented. This program aims to help teachers recognize and nurture talent in all children in numerous areas. Specifically Talents Unlimited aims to integrate the concepts of talent development into the academic curriculum. The program also develops the higher level thinking abilities of forecasting, planning, decision making and communication. We are fortunate to have in New Hampshire a team trained in Talents Unlimited and available for awareness sessions and workshops. More information about this program is available at the Facilitator Center.

PIP
BASIC SKILLS FOR UNDERACHIEVERS

Project Information Packages (PIPs) are successful projects that were developed in local districts across the country and selected by the Office of Education for their excellence. A district adopting a PIP is spared the major investment of time and money necessary to develop a new idea. The development of these programs, which took over five years, is replaced by PIP adoption activities lasting a few months. Each project has been tested in other schools and extensively evaluated. Over 2,000 projects were studied and only six were chosen.

The six PIPs focus on improving the reading and math skills of students. PIP materials are available for use with children kindergarten through junior high school and stress an individualized approach to student problems.

BRIEFLY THE PIPS INCLUDE:

PROJECT CATCH-UP

Grade levels K-6, reading and math, daily 20 - 60 minute sessions, low teacher/student ratio.

PROJECT CONQUEST

Grades 1 - 6, reading, daily 50 - 60 minute sessions, students work independently, low teacher/student ratio.

PROJECT R-3

Grades 7 - 9 sequentially; reading, math and social studies; 3 class periods/day; individual and small group instruction; gaming; simulation; home visits; field trips.

HIGH INTENSITY TUTORING (HIT)

Grades 6 - 8, reading and math, daily 30 minute sessions, student rewards, cross-age tutoring.

INTENSIVE READING INSTRUCTION TEAM (IRIT)

Grades 3 and 4, reading, 3 hour/day for 10 weeks, individualized instruction, teaching teams, fast paced.

PROGRAMMED TUTORIAL READING (PTR)

Grade 1, beginning reading, daily 15 minute sessions, highly structured, programmed, paraprofessional tutors.

More complete descriptions of the six projects are contained in an ASK. The ASK (Analysis and Selection Kit) includes a project description booklet for each of the six PIP projects and a selection guide describing important considerations in choosing a project. The ASK kits are available at both the New Hampshire Facilitator Center and the Title I office in Concord.

PROGRAMS LISTED IN THE ACTIVITY CALENDAR

FAR WEST LABORATORY – EXPERIENCE BASED CAREER EDUCATION

ABSTRACT: This program is an alternative program of comprehensive secondary education that uses the entire community as a school. Learning is accomplished through individualized projects which blend growth in academic subjects, career awareness, and skills.

AUDIENCE: *high school*

INDIVIDUALIZED LANGUAGE ARTS

ABSTRACT: This project combines a language-experience approach with techniques derived from modern linguistic theory to enhance children's skills in written composition.

AUDIENCE: *grades 1 - 12*

LINCOLN COUNTY CAREER EDUCATION

ABSTRACT: Lincoln County is designed to foster career awareness, career orientation, career exploration, and career preparation. The foundation for the school program is designed around activities that will promote positive attitudes in these areas.

AUDIENCE: *Students in grades 1 - 12 and dropouts*

OCCUPATIONAL VERSATILITY

ABSTRACT: This program is one of orientation and information at the elementary level, information and exploration at the middle-school level and exploration and preparation at the secondary level all built around a career development theme.

AUDIENCE: *Students of all ability levels, grades K - 12*

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

ABSTRACT: ECRI has identified teaching techniques important for reading success. These include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, vary number of practices (and time) to each pupil's learning rate, correlate language activities to increase responses, utilize effective management and monitoring systems, diagnose and prescribe instantly when errors or no responses occur.

AUDIENCE: *Teachers grades K - 12, all ability levels, mono or multilingual pupils.*

If you are interested in attending any of these sessions please contact The Facilitator Center for more information.

ACTIVITY CALENDAR

NOVEMBER		
1 - 5	FAR WEST LABORATORY – EXPERIENCE BASED CAREER EDUCATION (FWL – EBCE) training workshop	Dover
3	INDIVIDUALIZED LANGUAGE ARTS follow-up workshop	Bethlehem
11	LINCOLN COUNTY – CAREER EDUCATION training workshop	Oyster River
12	INDIVIDUALIZED LANGUAGE ARTS awareness session	Portland and Rumford, Maine
15 - 19	EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) technical assistance	Somersworth
16	INDIVIDUALIZED LANGUAGE ARTS awareness session	Machias and Houlton, Maine
17	OCCUPATIONAL VERSATILITY awareness session	Concord
17	INDIVIDUALIZED LANGUAGE ARTS awareness session	Bangor and Augusta, Maine
DECEMBER		
10	MEDIA NOW awareness session	Concord

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